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ABSTRACT

This demonstration booklet illustrates the kind of exercises or test questions and tasks used in the assessment of student achievement in reading and writing by the National Assessment of Educational Progress (NAEP) for 2002. Each student will be asked to complete the background section and the cognitive sections for one subject, and the assessment will require 90 minutes of a student's time. The booklet for Grade 4 is divided into four sections: Part One contains the general background questionnaire that students will be asked to answer; Parts Two and Three contain descriptions of each assessment, followed by the booklet directions and the background questionnaire that accompanies each subject; and Part Four (located on the back cover) presents information about the program's purpose and what procedures to follow to obtain access to NAEP questions for further review. Parts Two and Three of the booklet also contain questions about how specific subject matter is taught and the materials and resources the students use. (PM)

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ED 473 490

DEMONSTRATION BOOKLET GRADE 4

READING AND WRITING

CS 511 680

THE NATION'S REPORT CARD

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Admin Schedule Line #_____ (A)

Demonstration Booklet
2002 — Grade 4
Reading and Writing

School and Teacher Information

SCHOOL # ☐☐☐☐☐☐ TEACHER # ☐☐

TOTAL TIME for ACCOMMODATION ☐☐☐

ADMIN CODE ☐☐

The Nation's Report Card

012 – 345678 – 9

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ETS

NAEP 2002 ASSESSMENT
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
READING AND WRITING
FOURTH GRADE

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Information About National Assessment of Educational Progress ..... Back Cover

A MESSAGE FOR SCHOOL STAFF MEMBERS

On behalf of the NAEP project team, I want to thank you and other members of your school system for agreeing to participate in the NAEP assessment. Your participation is essential and valued. NAEP's benchmark data about student achievement and instructional emphases are widely used for staff development, curriculum planning, and research on student performance. Your voluntary assistance enhances a cooperative partnership with school leaders across the country who believe that information about this nation's educational progress is a critical ingredient for public and professional discussion about policy and direction. Your assistance also contributes to our success in measuring what students know and can do.

This demonstration booklet illustrates the kinds of exercises or test questions and tasks used in the assessment of student achievement in reading and writing. Each student will be asked to complete the background section and the cognitive sections for one subject. The length of the assessment will require about 90 minutes of a student's time.

This booklet is divided into four parts. Part one contains the general background questionnaire that fourth graders will be asked to answer. The second and third parts contain descriptions of each assessment, followed by the booklet directions and the background questionnaire that accompanies each subject. Students will be asked such questions as their racial and ethnic background, parental education, and the number of educational materials in the home. This information is confidential. Students' names are removed from all completed assessment materials before they are shipped from the school to NAEP for processing.

Parts two and three also contain questions about specific subject matter that seek information, from the student's point of view, about how the subject matter is taught and the materials and resources the students use. There are also subject-specific samples of reading and writing questions that are representative of those in the assessment. Although the actual questions in the assessment must be safeguarded to maintain the integrity of the assessment and resulting data, the sample questions, nevertheless, are intended to convey the kinds of questions and question formats that are part of the assessment in 2002.

The fourth part of the booklet is located on the back cover and presents information about the program's purpose and what procedures to follow to obtain access to NAEP questions for further review.

Again, the project team appreciates your willingness to allow NAEP to conduct the assessment at your institution.

Peggy G. Carr, Associate Commissioner
Education Assessment
National Center for Education Statistics

GENERAL BACKGROUND QUESTIONNAIRE

In this section, please tell us about yourself and your family. The section has 17 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

ID100413

1. Which best describes you?

   (A) White (not Hispanic)

   (B) Black (not Hispanic)

   (C) Hispanic ("Hispanic" means someone who is Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or from some other Spanish or Hispanic background.)

   (D) Asian or Pacific Islander ("Asian or Pacific Islander" means someone who is Chinese, Japanese, Korean, Filipino, Vietnamese, Asian American, or from some other Asian or Pacific Island background.)

   (E) American Indian or Alaskan Native ("American Indian or Alaskan Native" means someone who is from one of the American Indian tribes, or one of the original people of Alaska.)

   (F) Other (what?) Write your answer on the line._____

TB003101

2. If you are Hispanic, what is your Hispanic background?

   (A) I am not Hispanic

   (B) Mexican, Mexican American, or Chicano

   (C) Puerto Rican

   (D) Cuban

   (E) Other Spanish or Hispanic background

VB331333

3. Does your family get a newspaper at least four times a week?

   (A) Yes

   (B) No

   (C) I don't know

VB331334

4. Does your family get any magazines regularly?

   (A) Yes

   (B) No

   (C) I don't know

VB331335

5. About how many books are there in your home?

   (A) Few (0-10)

   (B) Enough to fill one shelf (11-25)

   (C) Enough to fill one bookcase (26-100)

   (D) Enough to fill several bookcases (more than 100)

VB331336

6. Is there a computer at home that you use?

   (A) Yes

   (B) No

Y1D1

VB331337

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.

   (A) Yes

   (B) No

   (C) I don't know

VB331338

8. Is there a world atlas in your home? It could be a book of maps of the world, or it could be on the computer.

   (A) Yes

   (B) No

   (C) I don't know

T8001101

9. About how many pages a day do you have to read in school and for homework?

   (A) 5 or fewer

   (B) 6-10

   (C) 11-15

   (D) 16-20

   (E) More than 20

VB331339

10. How often do you talk about things you have studied in school with someone in your family?

    (A) Never or hardly ever

    (B) Once every few weeks

    (C) About once a week

    (D) Two or three times a week

    (E) Every day

VB331340

11. On a school day, about how many hours do you usually watch TV or videotapes outside of school?

    (A) None

    (B) 1 hour or less

    (C) 2 or 3 hours

    (D) 4 or 5 hours

    (E) 6 hours or more

VB331441

12. Do your parents know the amount of time you spend watching TV on a school day?

    (A) They hardly ever know.

    (B) Sometimes they know.

    (C) Usually they know.

    (D) I'm not sure whether they know.

VB331442

13. Which statement best describes the rules that your parents have about the amount of TV you can watch on school days?

    (A) My parents have strict rules about how much TV I can watch on school days.

    (B) My parents don't have strict TV rules, but they don't like me to watch too much TV on school days.

    (C) My parents don't pay much attention to how much TV I watch on school days.

VB331444

14. Do your parents know whether you finish your homework each day?

(A) They hardly ever know.

(B) Sometimes they know.

(C) Usually they know.

(D) I'm not sure whether they know.

(E) I never have homework.

VB331445

15. Which statement best describes the rules that your parents have about getting your homework done?

(A) My parents have strict rules about homework.

(B) My parents don't have strict homework rules, but they expect me to get my homework done.

(C) My parents don't pay too much attention to my homework.

(D) I never have homework.

VB331447

16. How many days were you absent from school in the last month?

(A) None

(B) 1 or 2 days

(C) 3 or 4 days

(D) 5 to 10 days

(E) More than 10 days

VB331451

17. How often do people in your home talk to each other in a language other than English?

(A) Never

(B) Once in a while

(C) About half of the time

(D) All or most of the time

THE READING ASSESSMENT

The NAEP reading assessment measures students' ability to understand, to interpret, and to think critically about different types of texts. In responding to stories, articles, and documents, students are asked to read *for literary experience, to gain information,* and *to perform a task.* The assessment is comprised of reading materials selected from publications and other resources typically available to students in and out of school.

Across the three purposes for reading, students are asked to demonstrate their understanding by responding to comprehension questions that reflect four different types of reading processes. These processes represent the changing stances that a reader takes toward a text. *Initial understanding* questions ask students to consider the text as a whole. *Developing an interpretation* questions ask students to discern connections and relationships within the text. *Personal reflection and response* questions ask students to interpret the text in relation to their prior knowledge or experiences. *Critical stance* questions ask students to consider how the text is written.

The NAEP reading assessment contains multiple-choice questions as well as short and extended constructed-response questions. Students spend approximately 60 percent of their assessment time providing written answers to the constructed-response questions.

Each student who participates in the assessment will receive one test booklet. At grade 4, the booklet will contain two 25-minute sections made up of reading materials and questions.

NAEP Reading Framework

Distribution of Assessment Time Across Purposes for Reading

Grade	Literary	Informative	Task
4	55%	45%	not assessed at grade 4

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READING BOOKLET DIRECTIONS

In each of the next two sections, you will have 25 minutes to read a story, an article, or a document and answer questions about it. You should think carefully about your answers, and you should use the entire 25 minutes to complete each section.

You will be asked to respond to three different types of questions. Some of the questions will require you to choose the best answer and fill in the oval for that answer in your booklet.

For other questions, you will be asked to write short answers on the blank lines provided in your booklet. Here is an example of a question that requires you to provide a short answer.

Example 1

Give an example from the article that shows Mandy was not a quitter.

One example is that Mandy's mother didn't want her to umpire in public, but Mandy persuaded her mother to let her.

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Also, you may be asked to answer other questions by writing longer, more detailed responses on a full page of blank lines. For example, here is a question that requires you to provide a longer answer.

Example 2

Explain how Mandy's mother and brother helped Mandy to become the first woman umpire.

Mandy's mother helped her by agreeing to let her umpire at a public ball game. Mandy did so well that the team offered her a job as umpire. Mandy's brother helped her by letting her play baseball with him. He also helped Mandy to persuade their mother to let her play in public.

When you are asked to write your response be sure that your handwriting is clear. Think carefully about each question and make your answers as complete as possible, using as many lines as you need.

You may go back to the story, article, or document when answering any of the questions. If you finish before time is called, be sure to read your work again and change anything that you think will make your answers better.

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READING BACKGROUND QUESTIONNAIRE

This section is about reading and writing. The section has 24 questions. Mark your answers in your booklet. Fill in only one oval for each question.

VB345685

Questions 1–5. The following questions are about reading and writing. For each question, please mark the answer that best describes you.

VB345686

1. When I read books, I learn a lot.
   - (A) This is not like me.
   - (B) This is a little like me.
   - (C) This is a lot like me.

VB345687

2. Reading is one of my favorite activities.
   - (A) This is not like me.
   - (B) This is a little like me.
   - (C) This is a lot like me.

VB345688

3. Writing things like stories or letters is one of my favorite activities.
   - (A) This is not like me.
   - (B) This is a little like me.
   - (C) This is a lot like me.

VB345689

4. Writing helps me share my ideas.
   - (A) This is not like me.
   - (B) This is a little like me.
   - (C) This is a lot like me.

VB345692

5. How often do you read for fun on your own time?
   - (A) Never or hardly ever
   - (B) Once or twice a month
   - (C) Once or twice a week
   - (D) Almost every day

VB345693

6. How often do you talk with your friends or family about something you have read?

Ⓐ Never or hardly ever

Ⓑ Once or twice a month

Ⓒ Once or twice a week

Ⓓ Almost every day

VB345694

7. How often do you write in a private diary or journal outside of school?

Ⓐ Never or hardly ever

Ⓑ Once or twice a month

Ⓒ Once or twice a week

Ⓓ Almost every day

VB345695

8. How often do you write stories or poems for fun outside of school?

Ⓐ Never or hardly ever

Ⓑ Once or twice a month

Ⓒ Once or twice a week

Ⓓ Almost every day

VB345696

9. How often do you write e-mails to your friends or family?

Ⓐ Never or hardly ever

Ⓑ Once or twice a month

Ⓒ Once or twice a week

Ⓓ Almost every day

VB345699

10. How often do you read stories or poems for fun outside of school?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345700

11. How often do you read to learn about real things (such as facts about dinosaurs or other countries) for fun outside of school?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345701

12. How often do you read stories or articles that you find on the Internet for fun outside of school?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345703

13. For school this year, how often do you have a class discussion about something that the class had read?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345704

14. For school this year, how often do you work in pairs or small groups to talk about something that you have read?

(A) Never or hardly ever

(B) A few times a year

(C) Once or twice a month

(D) At least once a week

VB345708

15. For school this year, how often do you write in a journal about something that you have read for class?

(A) Never or hardly ever

(B) A few times a year

(C) Once or twice a month

(D) At least once a week

VB345708

16. So far this year, how many times have you written a book report?

(A) Never

(B) Once

(C) 2 or 3 times

(D) 4 or 5 times

(E) 6 or more times

VB345708

17. So far this year, how many times have you made a presentation to the class about something that you have read?

(A) Never

(B) Once

(C) 2 or 3 times

(D) 4 or 5 times

(E) 6 or more times

VB345708

18. So far this year, how many times have you done a school project about something that you have read (for example, written a play, created a poster)?

(A) Never

(B) Once

(C) 2 or 3 times

(D) 4 or 5 times

(E) 6 or more times

VB345711

19. How often do you read paperbacks, soft-cover books, or magazines for **reading**?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345712

20. How often do you read paperbacks, soft-cover books, or magazines for **science**?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345713

21. How often do you read paperbacks, soft-cover books, or magazines for **social studies or history**?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345714

22. How often do you read paperbacks, soft-cover books, puzzle books or magazines for **math**?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345715

23. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?

Ⓐ Never

Ⓑ Once or twice this year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345715

24. When you have reading assignments in school, how often does your teacher give you time to read books you have chosen yourself?

Ⓐ Never or hardly ever

Ⓑ Once or twice a month

Ⓒ Once or twice a week

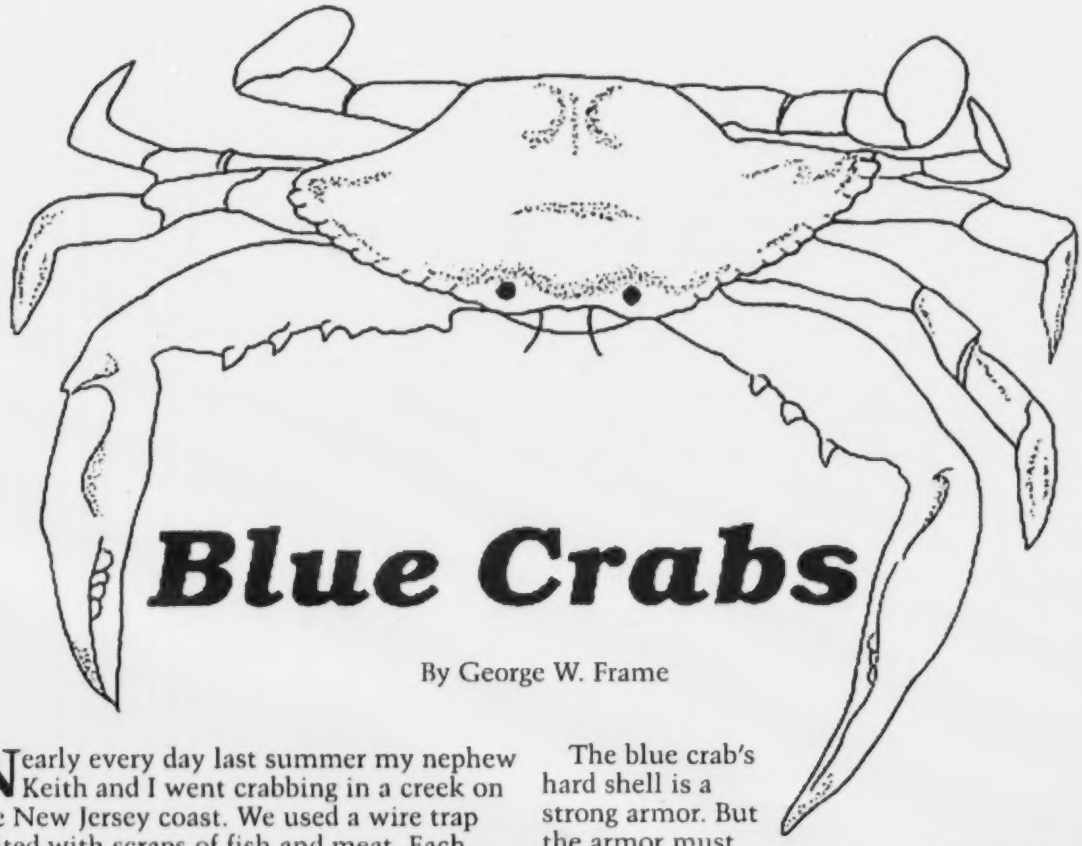
Ⓓ Almost every day

READING QUESTIONS

In this section, you will have 25 minutes to read an article and answer 10 questions about it. Mark your answers in your booklet. Fill in only one oval for each question or write your answer on the lines. Please think carefully about your answers. When you are writing your answers, be sure that your handwriting is clear.

Do not go past the STOP sign at the end of the section. If you finish before time is called, you should go over your work again and change anything that you think will make your answers better.

PLEASE TURN THE PAGE AND BEGIN READING NOW



Blue Crabs

By George W. Frame

Nearly every day last summer my nephew Keith and I went crabbing in a creek on the New Jersey coast. We used a wire trap baited with scraps of fish and meat. Each time a crab entered the trap to eat, we pulled the doors closed. We cooked and ate the crabs we caught.

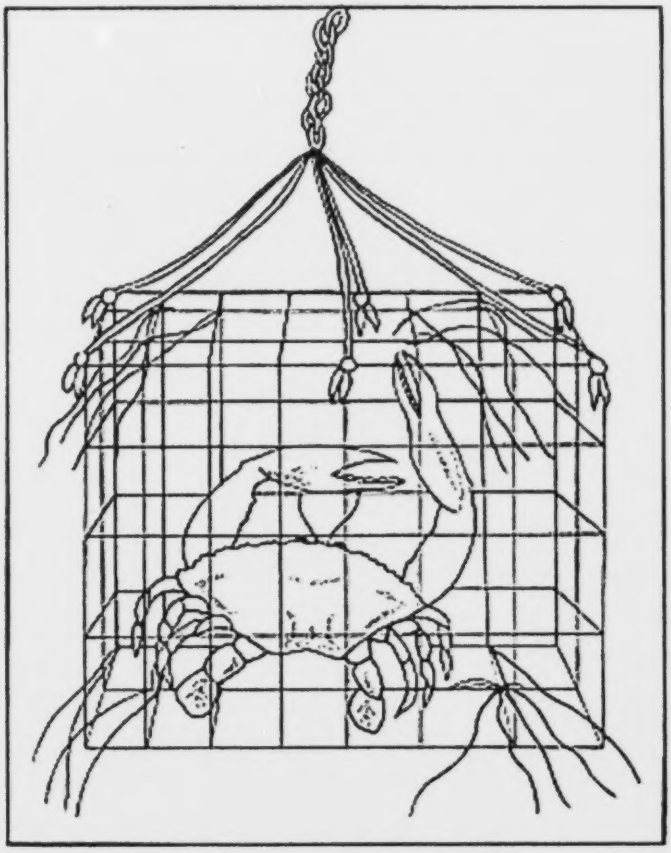
Blue crabs are very strong. Their big claws can make a painful pinch. When cornered, the crabs boldly defend themselves. They wave their outstretched claws and are fast and ready to fight. Keith and I had to be very careful to avoid having our fingers pinched.

Crabs are **arthropods**, a very large group of animals that have an external skeleton and jointed legs. Other kinds of arthropods are insects, spiders, and centipedes. Blue crabs belong to a particular arthropod group called **crustaceans**. Crustaceans are abundant in the ocean, just as insects are on land.

The blue crab's hard shell is a strong armor. But the armor must be cast off from time to time so the crab can grow bigger. Getting rid of its shell is called **molting**.

Each blue crab molts about twenty times during its life. Just before molting, a new soft shell forms under the hard outer shell. Then the outer shell splits apart, and the crab backs out. This leaves the crab with a soft, wrinkled, outer covering. The body increases in size by absorbing water, stretching the soft shell to a much larger size. The crab hides for a few hours until its new shell has hardened.

Keith and I sometimes found these soft-shell crabs clinging to pilings and hiding beneath seaweed.



Blue crabs mate when the female undergoes her last molt and still has a soft shell. The male courts her by dancing from side to side while holding his claws out stretched. He then transfers sperm to the female, where they are stored until egg laying begins several months later. The female blue crab mates only once but receives enough sperm to fertilize all the eggs that she will lay in her lifetime. Usually she lays eggs two or three times during the summer, and then she dies.

When the eggs are fertilized and laid, they become glued to long hairs on the underside of the female's abdomen. The egg mass sometimes looks like an orange-brown sponge and contains up to two million eggs until they hatch—about nine to fourteen days later. Only one of the blue crabs that we caught last summer was carrying eggs, and we returned her to the water so her eggs could hatch. Most females with eggs stay in the deeper, saltier water at the ocean's edge rather than in the marshes.

The young blue crabs, and most other young crustaceans, hatch into larvae that look very different from their parents. The tiny blue crab babies are hardly bigger than a speck of dust. They are transparent and look like they are all head and tail. These larvae swim near the surface of the sea, and grow a new and bigger shell every few days. They soon change in shape so that they can either swim or crawl around on the bottom. Then

they molt again and look like tiny adult crabs. After that their appearance does not change, but they continue to molt every twenty or thirty days as they grow.

As blue crabs become older, some move into shallower waters. The males in particular go into creeks and marshes, sometimes all the way to the freshwater streams and rivers. Keith and I caught ninety-two blue crabs in the shallow creek of the tide marsh last summer. Eighty-seven of those crabs were males, and only five were females.

Gulls find and eat many blue crabs. They easily catch crabs that hide in puddles at low tide. Other predators are raccoons, alligators, and people. If caught, the crabs sometimes drop off a leg or claw to escape. Seven of the blue crabs that Keith and I caught were missing a claw.

Crabs are able to replace their lost limbs. If a leg or claw is seriously injured, the crab drops it off. The opening that is left near the body closes to prevent the loss of blood. Soon a new limb begins growing at the break. The next time the crab molts, the tiny limb's covering is cast off, too, and the crab then has a new usable leg or claw. The new limb is smaller that the lost one. But by the time the crab molts two or three more times, the new leg or claw will be normal size.

Many fishermen catch crabs to sell. Most are caught in wire traps or with baited lines during the summer while the crabs are active. In the winter, the fishermen drag big nets through the mud for the dormant crabs. Commercial fishermen catch a lot of crabs, sometimes more than 50 million pounds in a year. And many other crabs are caught by weekend fishermen who crab for fun and food.

The blue crab has a scientific name, just like all other living things. Its name is *Callinectes sapidus*. In the Latin language Callinectes means "beautiful swimmer," and *sapidus* means "delicious." I think that scientists gave the blue crab a very appropriate name.

WO000016

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WO000017

1. Do you think it would be fun to catch blue crabs? Using information from the passage, explain why or why not.

WO000018

2. According to the passage, what do blue crabs have in common with all other arthropods?

   (A) They have a skeleton on the outside of their bodies.

   (B) They hatch out of a shell-like pod.

   (C) They live in the shallow waters of North America.

   (D) They are delicious to eat.

WO000019

3. The growth of a blue crab larva into a full-grown blue crab is most like the development of

   (A) a human baby into a teenager

   (B) an egg into a chicken

   (C) a tadpole into a frog

   (D) a seed into a tree

WO000027

4. Write a paragraph telling the major things you learned about blue crabs.

WO000022

5. Just after molting, how does a blue crab increase in size?

   (A) Its body absorbs water.

   (B) It drops off its legs and grows new ones.

   (C) Its shell grows the way human bones do.

   (D) It eats large quantities of food.

WO000023

6. Describe the appearance of a female blue crab that is carrying eggs.

WO000024

7. By saying that the blue crab's shell is a strong armor, the author suggests that the shell

   (A) contains metal similar to that worn by King Arthur's knights

   (B) protects the blue crab from attacks by other animals

   (C) has strong muscles like those of professional wrestlers

   (D) consists of a number of heavy plates

WO000025

8. Why does a blue crab hide after molting?

WO000026

9. The author of the article helps you to learn about blue crabs by

   (A) explaining why they are an endangered species

   (B) comparing them to other arthropods

   (C) discussing their place in the food chain

   (D) providing details about their unique characteristics

WO000028

10. What is the most interesting thing you learned from the passage about blue crabs?

THE WRITING ASSESSMENT

The NAEP Writing Assessment measures three purposes of writing: narrative, informative, and persuasive. The narrative tasks comprise first-person and third-person fictional stories. The informative tasks comprise description, explanation, and analysis. The persuasive tasks comprise writing to convince, writing to construct an argument, and writing to refute a position.

Across the three purposes for writing, students are asked to respond in a variety of forms. These forms include essays, letters, reports, stories, and articles. Some tasks require students to write for a specified audience; for example, to a teacher, to a committee, or to a friend. Writing tasks in the 2002 assessment incorporate an array of stimulus materials, such as color photographs, comic strips, newspaper articles, and poems.

Each student participating in the assessment will receive one test booklet. At grade 4, the booklet will contain two 25-minute writing tasks. All booklets contain a Planning Page, thus providing students with the opportunity to make notes and organize their ideas. In addition, all participating students are provided with a writing strategies brochure to remind them of various ways to plan and review their writing.

Percentage of Time to Be Spent on Tasks for Each Writing Purpose

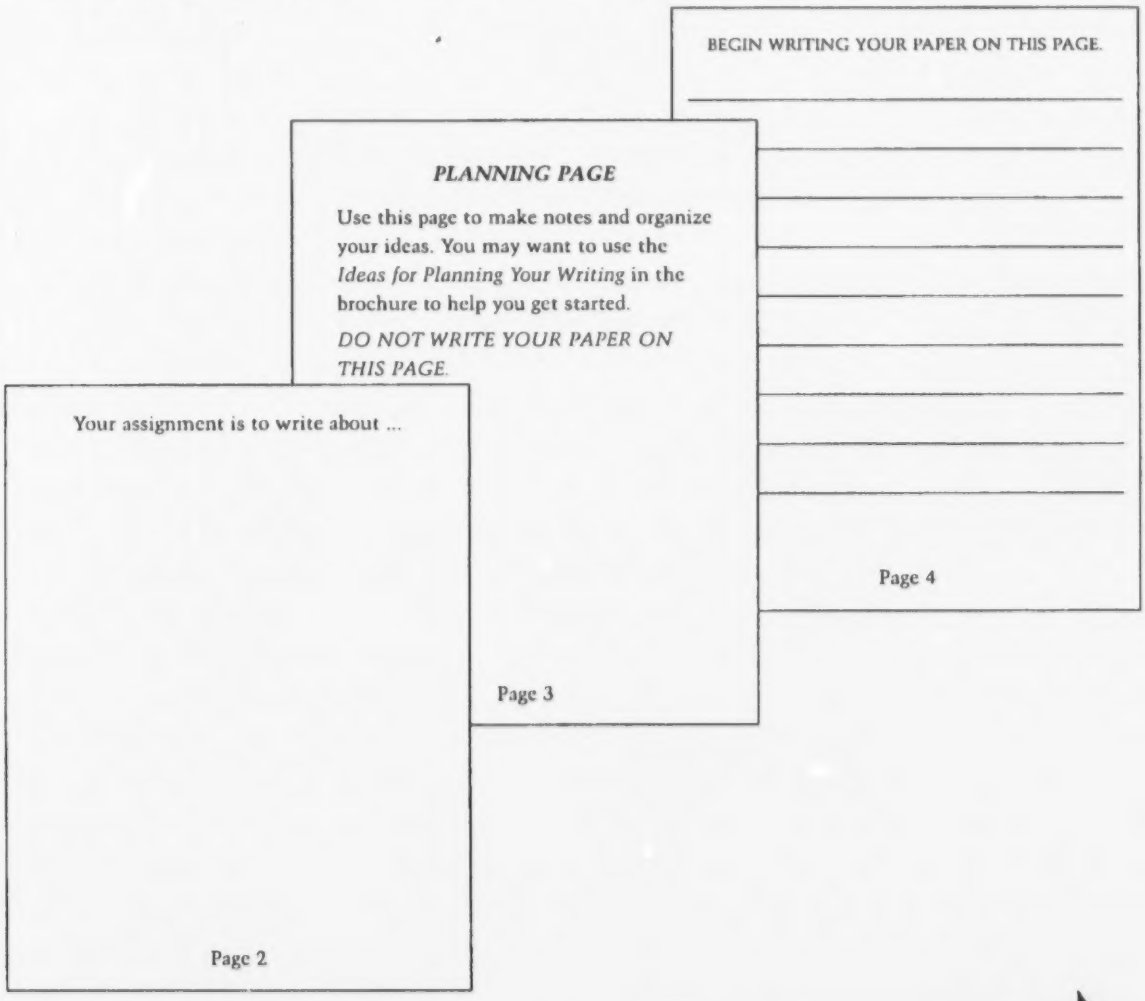
	Grade 4
Narrative	40%
Informative	35%
Persuasive	25%

WRITING BOOKLET DIRECTIONS

Your book has 4 sections. Sections 1 and 2 each contain one writing assignment. You will have 25 minutes to complete each assignment. Sections 3 and 4 contain questions about you and your classes. The administrator will tell you when to begin and end each section.

In section 1 and in section 2, read the page that tells you what to write about. Then go on to the planning page where you can make notes and plan what to write. Do **not** write your paper on the planning page. After the planning page, there are lined pages where you should write your paper.

The following example shows what these pages look like.


BEGIN WRITING YOUR PAPER ON THIS PAGE.
Page 4
PLANNING PAGE
Use this page to make notes and organize your ideas. You may want to use the Ideas for Planning Your Writing in the brochure to help you get started.
DO NOT WRITE YOUR PAPER ON THIS PAGE.
Page 3
Your assignment is to write about ...
Page 2

GO ON TO THE NEXT PAGE

Remember to start writing your papers on the lined pages that begin on page 4 of each section that has a writing assignment.

For each assignment, you will probably need all of the 25 minutes to plan and write. Use as many lined pages as you need to write you paper. You may want to use ideas from the brochure you have been given to help you plan and review your paper.

If you finish before time is called, read your paper again and make any changes that you think will make it better.

Do not go past the

sign at the end of each section until you are told to do so.

WRITING BACKGROUND QUESTIONNAIRE

This section is about reading and writing. The section has 26 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

VB345685

Questions 1–4. The following questions are about reading and writing. For each question, please mark the answer that best describes you.

VB345686

1. When I read books, I learn a lot.
   - (A) This is not like me.
   - (B) This is a little like me.
   - (C) This is a lot like me.

VB345687

2. Reading is one of my favorite activities.
   - (A) This is not like me.
   - (B) This is a little like me.
   - (C) This is a lot like me.

VB345688

3. Writing things like stories or letters is one of my favorite activities.
   - (A) This is not like me.
   - (B) This is a little like me.
   - (C) This is a lot like me.

VB345689

4. Writing helps me share my ideas.
   - (A) This is not like me.
   - (B) This is a little like me.
   - (C) This is a lot like me.

VB345692

5. How often do you read for fun on your own time?
   - (A) Never or hardly ever
   - (B) Once or twice a month
   - (C) Once or twice a week
   - (D) Almost every day

VB345693

6. How often do you talk with your friends or family about something you have read?
   - (A) Never or hardly ever
   - (B) Once or twice a month
   - (C) Once or twice a week
   - (D) Almost every day

VB345694

7. How often do you write in a private diary or journal outside of school?
   - (A) Never or hardly ever
   - (B) Once or twice a month
   - (C) Once or twice a week
   - (D) Almost every day

YIBW1

VB345695

8. How often do you write stories or poems for fun outside of school?

Ⓐ Never or hardly ever

Ⓑ Once or twice a month

Ⓒ Once or twice a week

Ⓓ Almost every day

VB345696

9. How often do you write e-mails to your friends or family?

Ⓐ Never or hardly ever

Ⓑ Once or twice a month

Ⓒ Once or twice a week

Ⓓ Almost every day

VB345666

10. For school this year, how often do you write something in a log or journal?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345667

11. For school this year, how often do you write a report about something that you know or have read?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345668

12. For school this year, how often do you write a letter that tries to convince or persuade somebody?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345669

13. For school this year, how often do you write a true story about your own life?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345670

14. For school this year, how often do you write a story or poem about something you made up?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

Questions 15–17. For these questions, think about what you do when you write a story or report for school this year.

VB345679

15. How often do you organize your story or report before you write (for example, make an outline, draw a chart)?

Ⓐ Never or hardly ever

Ⓑ Sometimes

Ⓒ Almost always

VB345680

16. How often do you make changes to your story or report to fix mistakes and improve it?

Ⓐ Never or hardly ever

Ⓑ Sometimes

Ⓒ Almost always

VB378042

17. How often do you work with other students in pairs or small groups to discuss and improve your story or report?

Ⓐ Never or hardly ever

Ⓑ Sometimes

Ⓒ Almost always

Questions 18–20. For these questions, think about what you do when you write a story or report for school this year.

VB378044

18. How often do you use a computer from the beginning to write the story or report (for example, use a computer to write the first draft)?

Ⓐ Never or hardly ever

Ⓑ Sometimes

Ⓒ Almost always

VB378045

19. How often do you use a computer to make changes to the story or report (for example, spell-check, cut and paste)?

Ⓐ Never or hardly ever

Ⓑ Sometimes

Ⓒ Almost always

VB378047

20. How often do you look for information on the Internet to include in the story or report?

Ⓐ Never or hardly ever

Ⓑ Sometimes

Ⓒ Almost always

VB378049

Questions 21–26. The following questions ask about the subjects that you study in school this year.

VB378050

21. How often do you write something that is at least a paragraph in length for **reading**?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB37805

22. How often do you write something that is at least a paragraph in length for **science**?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB378052

23. How often do you write something that is at least a paragraph in length for **social studies or history**?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB378053

24. How often do you write something that is at least a paragraph in length for **math**?

Ⓐ Never or hardly ever

Ⓑ A few times a year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB345715

25. For school, how often have you been asked to write long answers to questions on tests or assignments that involved reading?

Ⓐ Never

Ⓑ Once or twice this year

Ⓒ Once or twice a month

Ⓓ At least once a week

VB378054

26. When you write, how often does your teacher talk to you about what you are writing?

Ⓐ Never

Ⓑ Sometimes

Ⓒ Always

WRITING QUESTIONS

Think about a favorite story you have read or heard, or one you have seen in the movies or on television. Tell what the story is about for someone who does not know the story. Be sure to include interesting details about characters, places, events, or ideas.

A spaceship from another planet has landed on Earth. The creatures in the spaceship seem to be friendly and have let the space center in the United States know that their ship must return to their planet. Some scientists want to keep the spaceship on Earth and study the creatures. Others think the creatures should be allowed to return to their own planet.

Write a letter to the director of the space center. Tell what you think should be done with the creatures and their spaceship. Be sure to give reasons to support your ideas.

Information About National Assessment of Educational Progress

PROJECT MISSION. NAEP is authorized by Congress and directed and funded by the U.S. Department of Education (National Center for Education Statistics) to report on what American students know and can do in key academic subjects. It has produced more than 200 reports in its 32-year history, chronicling trends over time in the performance of 9-, 13-, and 17-year-old and fourth-, eighth-, and twelfth-grade students. The results are reported in the aggregate for large groups; no student or school data are reported. Information is reported by average proficiency; racial/ethnic and gender status; region; type of school; parents' education level; teachers' emphases; and a variety of home and school supports for learning. It is important to note that student participation is voluntary and confidential.

THE CONTENT OF NAEP. By law, for each subject assessed, the National Assessment Governing Board (NAGB) manages the development of frameworks detailing what students reasonably might be expected to know and do. These frameworks are the "blueprints" for developing tasks that measure the content specified. Schools selected for the 2002 assessment will receive NAEP's frameworks for reading and writing. For information on additional framework development, please contact Mary Crovo of the National Assessment Governing Board at 202–357–6941.

EXAMINATION OF SECURE NAEP ITEMS. Within the limits of staff and resources, procedures have been developed that will enable small groups of members of the public to review the NAEP questions that will be administered in 2002. These arrangements must be made in advance of the local administration date(s) so that sufficient materials can be available and interested persons can be notified about the location and time of the examination. Those persons reviewing the assessment may not, however, remove the booklets from the room, copy them, or take notes. These requests may be made to the NAEP data collection staff or by contacting the National Center for Education Statistics at 202–502–7300.

OBTAINING NAEP QUESTIONS. Most NAEP questions and tasks are not generally released to the public, because these materials are reused in future assessments, and thus must be kept secure if the project is to accurately report trends in academic performance. However, a portion of each assessment is designated for public release and each NAEP report contains a sample of actual test questions. The questions released for public and research use can be obtained from the National Center for Education Statistics, NAEP Released Exercises, 1990 K Street, NW, Washington, DC 20006. Also, previously released questions may be viewed on and downloaded from the NCES Web site at http://nces.ed.gov/nationsreportcard.

FOR FURTHER INFORMATION. For prompt field staff support on the above-mentioned matters, or any other concerns, please call 800–283–6237.

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Office of Educational Research and Improvement (OERI)
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